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ED 036 395 RE 002 331

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TITLE A DESCRIPTION OF THE FLINT COMMUNITY JUNIOR COLLEGE READING PROGRAM.
PUB DATE 31 OCT 69
NOTE 31P.; PAPER PRESENTED AT THE NORTH CENTRAL READING ASSOCIATION CONFERENCE, FLINT, MICH., OCT. 31-NOV. 1, 1969

EDRS PRICE EDRS PRICE MF-$0.25 HC-$1.65
DESCRIPTORS ADULT DEVELOPMENT, DIAGNOSTIC TESTS, INDIVIDUAL DEVELOPMENT, *INDIVIDUAL INSTRUCTION, *JUNIOR COLLEGES, *PROGRAMED MATERIALS, *READING CENTERS, READING COMPREHENSION, *READING DEVELOPMENT, READING DIAGNOSIS

ABSTRACT

BECAUSE JUNICR COLLEGE STUDENTS SO FREQUENTLY NEED REMEDIAL READING TRAINING AND GRAMMAR REVIEW AND BECAUSE FEW TEACHERS IN SUCH INSTITUTIONS HAVE SPECIAL TRAINING IN READING INSIRUCTION, A READING CENTER WAS SET UP AT FLINT COMMUNITY JUNIOR COLLEGE IN MICHIGAN. THE CENTER USED 2,500 SQUARE FEET AND A VARIETY OF TYPES OF EQUIPMENT AND MATERIALS GEARED TO ALLOW A SMALL STAFF TO AID A LARGE NUMBER OF INTERESTED ADULTS IN INDIVIDUALIZED INSTRUCTION. MATERIALS WERE PROGRAMED AND SEMIPROGRAMED. A DIAGNOSTIC APPROACH USED THE COOPERATIVE READING COMPREHENSION TEST (1960) AND THE EDUCATIONAL DEVELOPMENTAL LABORATORIES WORD CLUE TEST TO GAIN INSIGHT INTO THE INDIVIDUAL'S READING ABILITY, INTERESTS, ATTITUDES, AND HABITS FOR A CUMULATIVE FCIDER AND TO AID IN DESIGNING A PROGRAM AND PLAN OF ACTION FOR HIM. THE METHCD ALLOWED ONE READING SPECIALIST AND ONE STUDENT ASSISTANT TO INSTRUCT HUNDREDS OF STUDENTS AND OTHER ADULTS, WHO PARTICIPATED THREE TIMES WEEKLY. THE MOST CBVIOUS SUCCESS WAS NCTED IN COMPREHENSICN AND SPEED OF COMPREHENSION RESULTS. STUDENTS KEPT THEIR OWN ATTENDANCE RECORDS AND WERE GRADED "SATISFACTORY" OR "UNSATISFACTCRY" ACCORDING TC THEIR PROGRESS. TABLES, REFERENCES, AND SAMPLES CF FORMS USED BY STUDENTS IN EVALUATING THE PROGRAM ARE INCLUDED. (BT)

ED036395

A DESCRIPTION OF THE FLINT COMMUNITY JUNIOR COLLEGE READING PROGRAM

by

Clarence A. Anderson

A paper presented to the

Twelfth Annual Conference

NORTH CENTRAL READING ASSOCIATION
of colleges and universities

Friday, October 31, 1969

General Motors Institute

Flint, Michigan

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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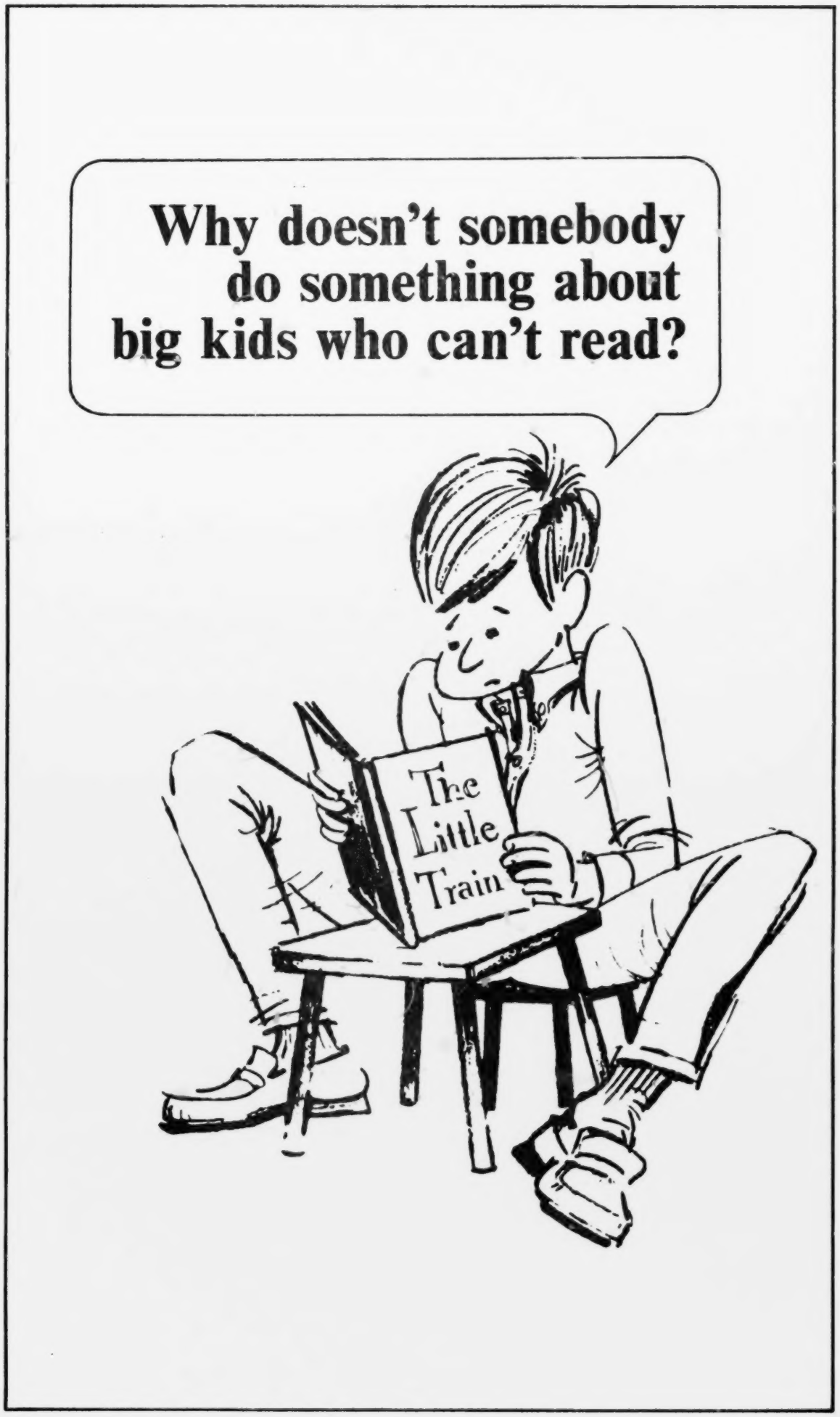
RE002 331


Why doesn't somebody do something about big kids who can't read?
The Little Train

HISTORY OF THE FCJC READING CENTER

The Flint Community Junior College Reading Center had its inception in the fall of 1965. Prior to this, sporadic attempts were made to assist students with reading improvement.

In the fall of 1965, the present Director of Reading Services, a fully certified reading specialist (IRA), was engaged to develop the reading services. The present reading program was influenced, in part, by the director's ten years of reading teaching experience, undergraduate and graduate, at a four year state college.

Approximately $25,000 has been expended in the development of the FCJC Reading Center, and part of the annual financial support for the service is received from the William S. Ballenger Trust Fund--a $500,000 yearly income to the college for the support of its programs and "chairs of learning."

The reading enrollment has grown from an initial 50 students to the present 1969-70 school year anticipated enrollment of over 600.

READING PROGRAM RATIONALE

The FCJC program is an attempt to close the gap between theory and practice in the teaching of reading. While theory indicates that good and poor readers require different methods and materials of instruction, the practices generally reported by surveys indicate that the same materials and approaches are often used, even when students vary greatly in reading ability.[1] It has been a common assumption that all college students enrolled in a remedial course are equally handicapped in identical skill areas and that they will respond to identical treatment in a predetermined unit of time. The instructor's experience cannot support this common assumption.

We make the following basic assumptions in designing our operational model:

1. Reading remediation requires a personal program that is individually paced on the student's level.
2. The program must permit the student to attack specific reading deficiencies.
3. The student must assume the responsibility for personal remediation.
4. The environment for remediation must be non-competitive to encourage individual integrity.
5. The student must be actively--not passively--involved.
6. The student must be kept abreast of progress or lack of it.

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[1] Marjorie White Geerlofs and Martin Kling, "Current Practices in College and Adult Developmental Reading Programs," Journal of Reading, 11 (April, 1968), 571-574.

STUDENT CLASSIFICATION

Students who enroll in the reading improvement program can be classified in one of two ways:

Remedial: implies the remediation of reading deficiencies in order that the student might enter a program for which he is currently ineligible.

Developmental: refers to the development of reading skill efficiency that may not have anything to do with making a student eligible for another college program.

Our experience has been that many students identified as in need of "developmental" reading are on the same or lower reading level than those classifed as "remedial." To reduce confusion, all students are enrolled in a single reading course identified as READING IMPROVEMENT (3).

READING ASSESSMENT

The Reader's Inventory--Spache
Coop Reading Comprehension Test (1960)
EDL Word Clue Test

supplemental tests:

California Reading, Advanced
Diagnostic Reading, Survey
Nelson-Denny
EDL Reading Versatility
Gates Oral Reading

CHOICE OF INSTRUCTIONAL MATERIALS

For evaluation and selection of reading materials which would facilitate individualized instruction, the following criteria were established:

1. The material must be self-instructional, preferably in programmed text format.

2. The material must require the student to make some type of response so that he actively participates in his learning.

3. The student should be provided with correct answers by the materials.

4. The interest level of the content must be acceptable to students regardless of skill level.

READING PROGRAM CONCLUSIONS

The success of any reading improvement program can be ascertained from statistical evidence and subjective appraisal. Both approaches have their value and limitation.

1. Test results reveal that the great majority of the students were assisted in the ability to read, particularly in Comprehension and Speed of Comprehension.

2. Student reaction to the program has been very favorable. Only the student himself can report reliably on changes of attitude and interest and on habits of approach. In many instances, objective measurement supported student opinion.

3. In individualizing instruction, the materials need not be programmed in the strict sense to be helpful. Conventional materials with answer feedback also rated "most" helpful with students.

4. The reading program did not satisfy every student in terms of all desires. However, students who did not receive a certain kind of assistance were in a clear minority.

5. The reading program is open for improvements to make the course more helpful to others. These suggestions, in addition to those in item 4, point up the importance of recognizing the uniqueness of each student and of meeting this uniqueness with individualized instruction.

6. Individualized instruction appears to be unanimously accepted by responding students. There was no expressed desire to convert to group methods of teaching to which students are almost "drugged" from past experience.

7. There is evidence that students are "selling" the course to others. This is significant in that at this time the course carried no credit toward college graduation.

8. There was no reported collective major criticism of the reading program.

A FINAL OBSERVATION

The FCJC Reading Service can support the following statement:

"Any technique that is administered individually has many advantages. First and most important is the personal relationship with someone who is sincere, feels with the individual, is concerned about his welfare, and has a positive regard for him. Such a relationship may produce improvement in reading regardless of the methods of instruction used. A second advantage lies in avoiding waste of time: The student has the teacher's undivided attention; he does not sit idle while other students are being taught. The third advantage is the opportunity presented by the individual technique for adapting the procedure in accordance with the student's response. The worker can follow up clues that the client gives, ask for clarification or elaboration of some of his comments, and reinforce his positive insights. For these and other reasons, group methods should be supplemented by individual procedures so far as time permits."[1]

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[1] Ruth Strang, Diagnostic Teaching of Reading, Second Edition. New York: McGraw-Hill Book Company, 1969, p. 161.

THE READING CENTER
237 Curtice Bldg.
Flint Community Junior College

GENERAL INFORMATION

Attendance

When a student enrolls in the Reading Center, it is understood that he wishes to improve in the reading skill areas. The student attends continuously on the days assigned. As a rule, roll is not taken, but the student is held accountable for the amount of time he has given to his own improvement.

Grading

All students enrolled in a reading course receive a final grade of S or U. The S means SATISFACTORY in that the student's progress was adequate. A U means UNSATISFACTORY -- student did not measure up to what was expected of him. The latter is of particular concern to "Curriculum A" students in that they must exhibit reading growth equivalent to the 25th percentile on standardized testing in order to acquire the S grade. Past experience has shown that students below the 25th percentile in reading comprehension and speed have much difficulty achieving successfully in college.

Textbooks

All books, materials, and equipment are furnished by the Reading Center. None of the books or materials can be taken out, as they are used throughout the day by other students. Students are not to write in any of the books furnished by the Center, as all writing is done on special forms available in the Center or in spiral notebooks owned by the student.

Seating

No particular seats are assigned to students. However, in some cases a student must take a particular place because certain reading equipment is available at that booth. Other times, a student may desire another booth because the equipment malfunctions at that installation.

Conduct

Students are expected to be courteous at all times. At the assigned hour, the student should report to the Center as promptly as possible and commence work. This is not a class in the traditional sense, and the student should not expect someone to ask him to begin work. NO SMOKING is permitted in the booths or any part of the Reading Center.

Final Note

No group effort or discussion takes place in the Reading Center. All instruction is individualized on the basis of individual needs. Because of this, it is most important that students follow directions. Upon entering the Reading Center, students should procure materials from the shelves and proceed to work. At the end of the period, all materials should be returned. Any malfunctioning of equipment should be reported to the reading counselor.

Curtice 237 is a Reading Center and should be used for that purpose. For the first week, students should come to the Center only during assigned class hours. As space permits, students are encouraged to use the facility at other time periods.

THE READING CENTER
237 Curtice Bldg.
Flint Community Junior College

ATTENDANCE POLICY

In order to upgrade one's personal reading skills, regular attendance in the Reading Center is of utmost importance. It must be understood that the amount of improvement will depend largely on one's desire to improve, willingness to adopt and practice new techniques, and the amount of persistent effort put forth.

Roll is not taken during the scheduled class periods, but each student must submit an attendance report at mid-semester and final examination week. The reading counselor, on each occasion, will interpret one's attendance in relationship to reading growth and performance.

Many students, although possessing satisfactory reading skills, need to upgrade their attitude toward reading, and poor attendance can reflect lack of growth in this most important area. Improper attitude toward reading, as reflected in poor attendance, can deprive a student of an S grade even though test results show adequate reading skills for college work.

MID-SEMESTER ATTENDANCE REPORT

Name_____

Number of absences first half of course_____

These absences may be accounted for as follows:

SEMESTER ATTENDANCE REPORT--FINAL

Name_____

Number of absences second half of semester_____

These absences may be accounted for as follows:

These reports are to be turned in to your reading counselor.

The Cooperative English Test--Reading Comprehension (1960) was used in the recently completed FCJC testing program, and the test measures Vocabulary, Comprehension, and Speed of Comprehension. Vocabulary, generally, is considered the best single index of Verbal skill. Reading Comprehension measures how well one reads the many kinds of materials that students are called upon to read in college. The passages require the students to only recall a "fact" of the passage to increasingly complex items requiring them to interpret what they have read. The students chosen for the testing at FCJC were in classes randomly selected by a table of random numbers. The test results:

Distribution of Raw Scores by Quartile Deviation

Freshman Level Comparison

	Vocabulary		Comprehension		Speed	
	Test Norms*	FJC**	Test Norms*	FJC**	Test Norms*	FJC**
Q_3	40	40)	24	(24)	37	(35)
Md	30	(32)	20	(22)	27	(29)
Q_1	24	(26)	16	(18)	22	(24)

*Based on frosh sampling in 105 colleges distributed nationally.
**Based on Flint Junior College sampling of 133 freshmen.

Distribution of Raw Scores by Quartile Deviation

Sophomore Level Comparison

	Vocabulary		Comprehension		Speed	
	Test Norms*	FJC**	Test Norms*	FJC**	Test Norms*	FJC**
Q_3	43	(40)	25	(24)	40	(35)
Md	33	(32)	22	(22)	31	(29)
Q_1	27	(26)	18	(18)	24	(24)

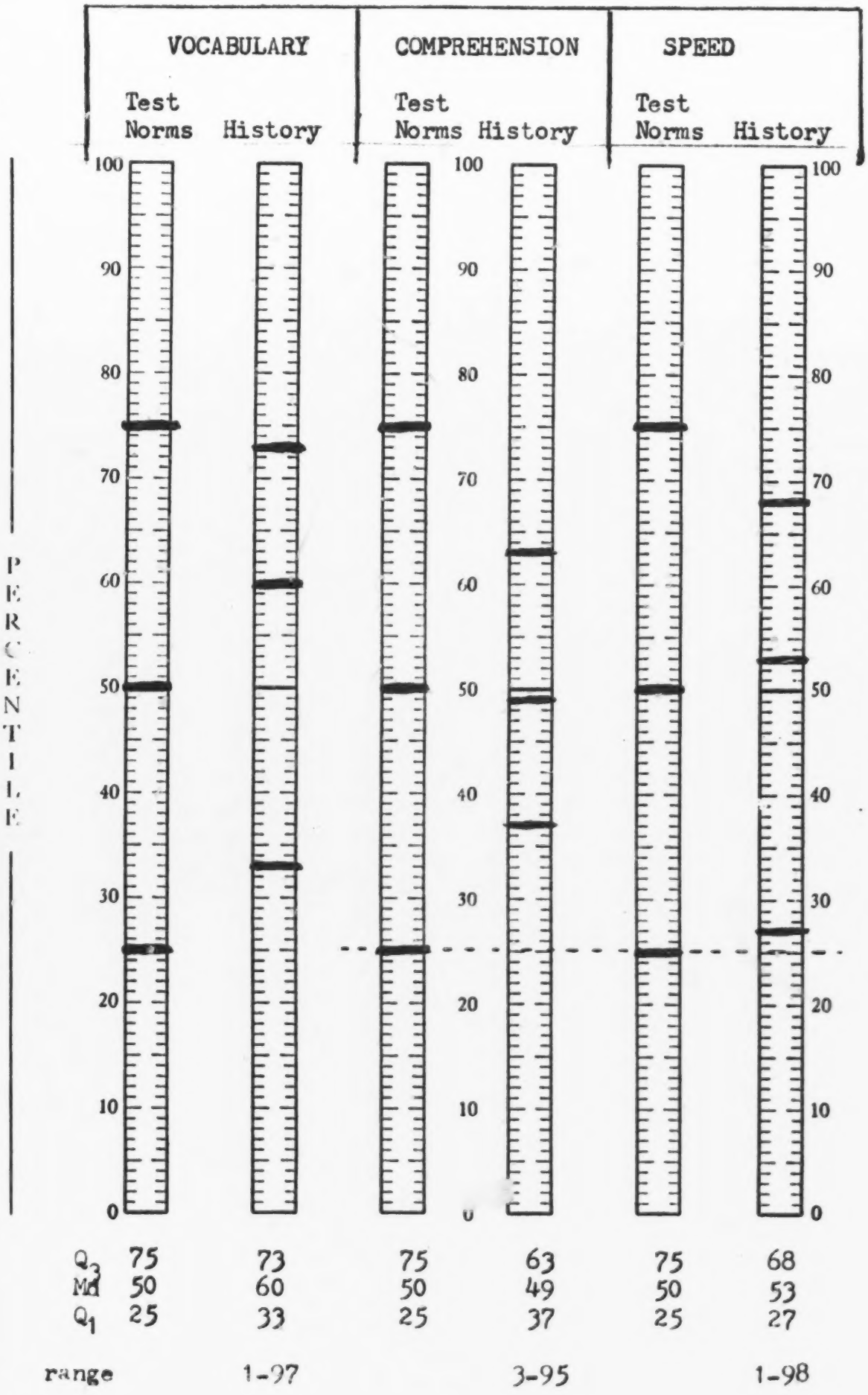
*Based on sophomore sampling in 78 colleges distributed nationally.
**Based on Flint Junior College sampling of 133 freshmen.

Of the 105 colleges in the freshman norming, only 15 are identifiable as junior colleges, whereas with the 78 colleges (part of the original 105) only 10 are two year institutions. This suggests that when junior colleges employ the Cooperative Reading Test, they are largely comparing their students' performance against the performance of students in four year colleges and universities.

FLINT COMMUNITY JUNIOR COLLEGE
Flint, Michigan

READING TEST RESULTS, HISTORY 154, Fall Semester 1969

N 291



	VOCABULARY		COMPREHENSION		SPEED	
	Test Norms	History	Test Norms	History	Test Norms	History
Q_3	75	73	75	63	75	68
Md	50	60	50	49	50	53
Q_1	25	33	25	37	25	27
range		1-97		3-95		1-98

SUMMARY

81½% have reading skills considered adequate to cope with the reading demands of the FCJC curriculum.

54 students (18½%) have reading deficiencies to the extent that a reading improvement program is recommended.

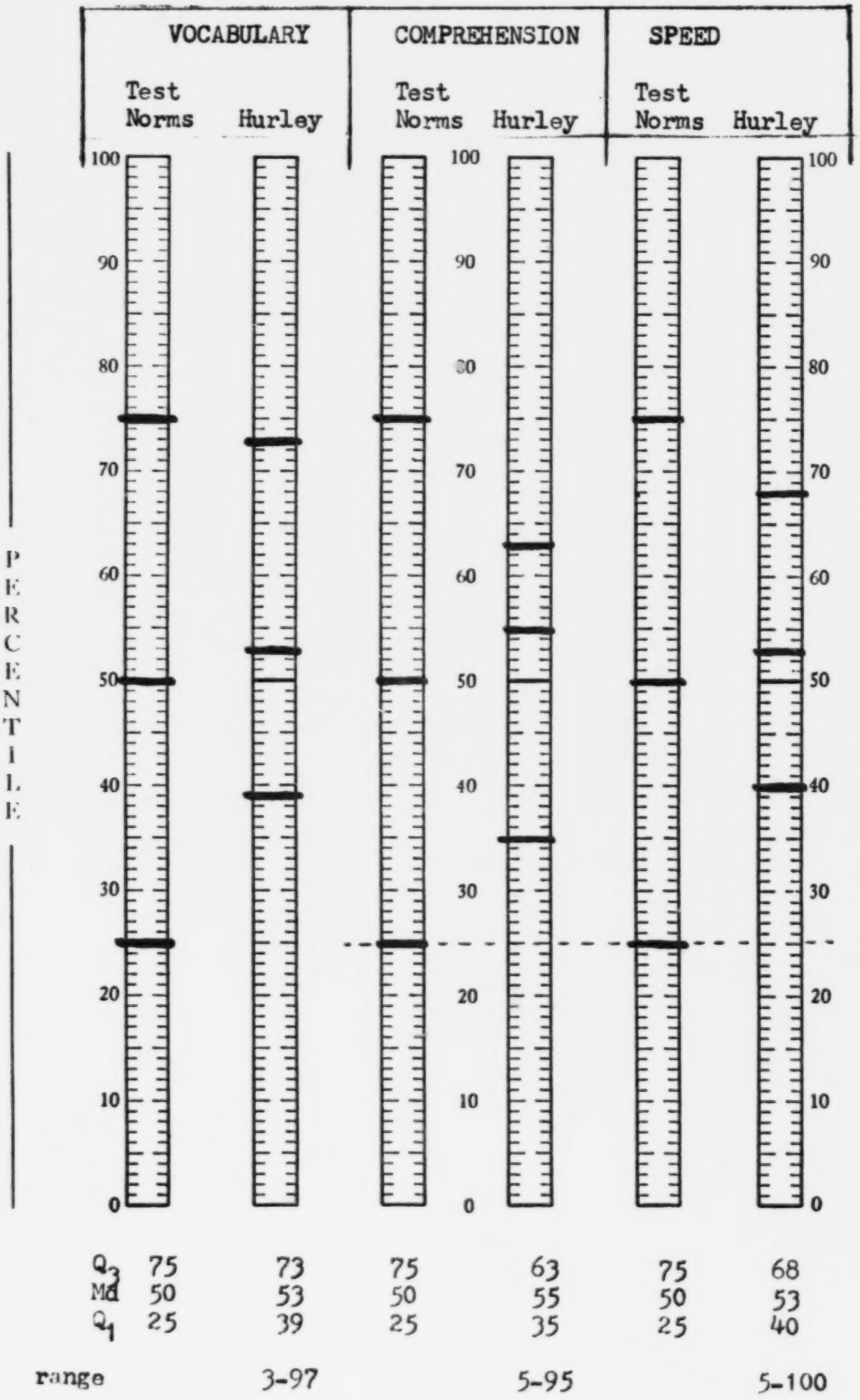
HISTORY 154 students as a group, based on Coop reading test norms compare most favorably with students in representative colleges and universities distributed nationally.

Of the 54 students deficient in reading (below 25th percentile in Comprehension or Speed of Comprehension), 2 received a "W" and 1 a marginal "S" in English 020 READING. The remaining 51 show no registration for reading improvement coursework.

HURLEY SCHOOL OF NURSING
Hurley Hospital
Flint, Michigan

READING TEST RESULTS, FRESHMAN CLASS 1969-70

N 133



	Vocabulary		Comprehension		Speed	
	Test Norms	Hurley	Test Norms	Hurley	Test Norms	Hurley
Q_3	75	73	75	63	75	68
Md	50	53	50	55	50	53
Q_1	25	39	25	35	25	40
range		3-97		5-95		5-100

SUMMARY

89% have reading skills adequate to cope with the reading demands of a nursing curriculum.

11% have reading deficiencies to the extent that a reading improvement program is recommended

Hurley freshmen as a group, based on Coop reading test norms, compare most favorably with freshmen in representative colleges and universities distributed nationally.

The Hurley distribution has the middle 50% more closely grouped toward the 50th percentile of test norms. Although the beginning of the upper 25% (Q_3) is below Q_3 for the test norms, the beginning of the lowest 25% (Q_1) is above the Q_1 for the test norms in all three reading skill areas.

R E A D I N G C E N T E R

225 Curtice

32	33	34	35	36
Be A Better Reader	Be A Better Reader	Tachist-O-Viewer	Tachist-O-Viewer	Programmed Vocabulary
EDL Controlled Reader Jr. 27	EDL Controlled Reader Jr. 28	EDL Controlled Reader Jr. 29	EDL Controlled Reader Jr. 30	EDL Controlled Reader Jr. 31

22	23	24	25	26
Phrase-O-Scope	Literature Sampler	Better Reading Skill File	SRA Reading Acc. IV	SRA Reading Acc. IV
Beltone Hearing 17	Keystone Telebin-ocular 18	EDL Flash-X 19	AVR Reading Rateometer 20	AVR Reading Rateometer 21

12	13	14	15	16
EDL Listen and Read	EDL Listen and Read	Skimmer Scanner	Skimmer Scanner	Skimmer Scanner
Craig Reader 7	Craig Reader 8	EDL Reading Eye 9	Reading Eye Analyte 10	Tach-x 11

1	2	3	4	5	6
SRA Accelerator	SRA Accelerator	SRA Accelerator	Shadow-scope	Shadow-scope	Shadow-scope

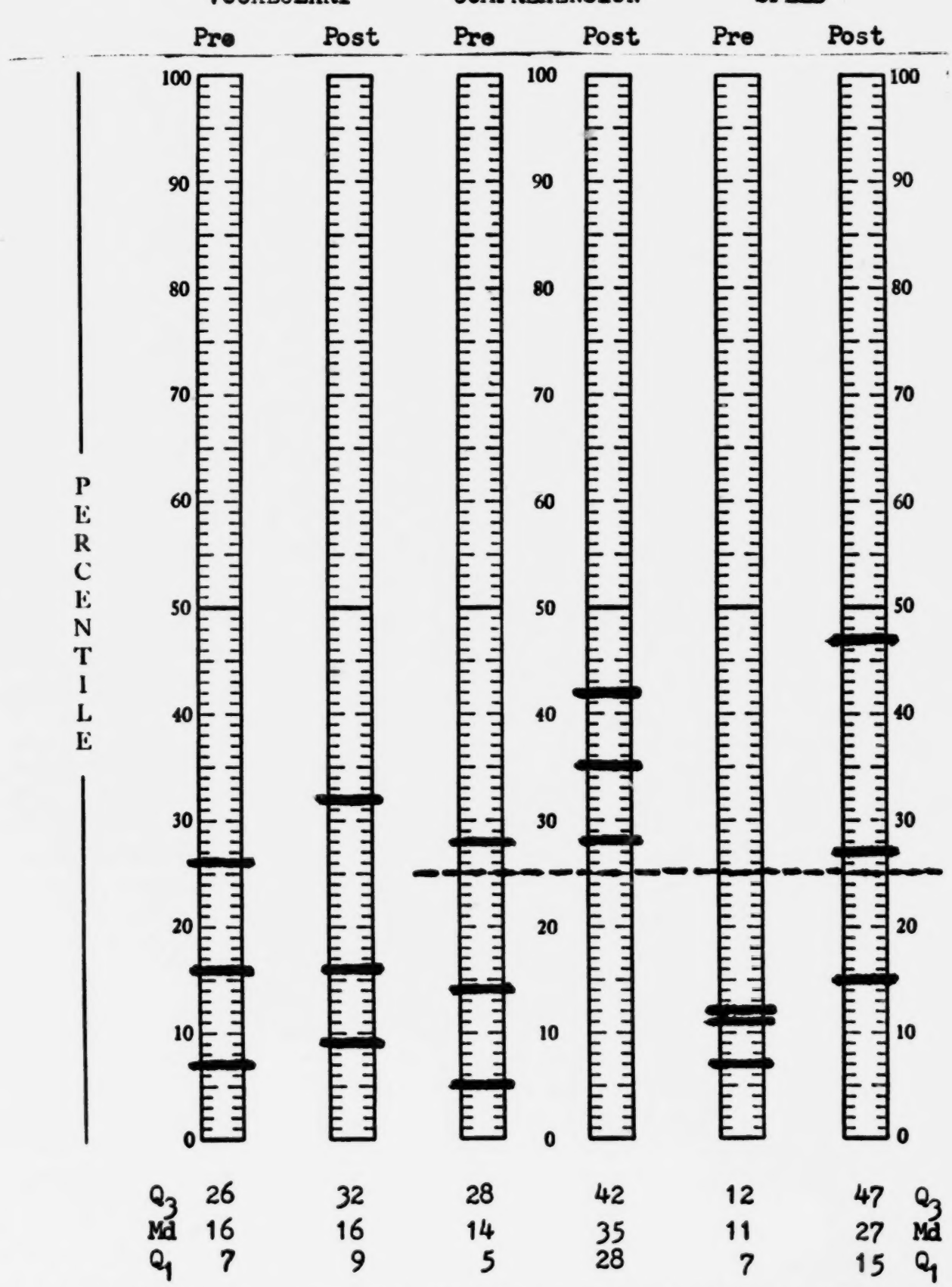
CARREL	ITEM	EXHIBIT
1	SRA Reading Accelerator	
2	SRA Reading Accelerator	demonstrates average college rate of 280 words per minute
3	SRA Reading Accelerator	demonstrates reading rate of 1000 words per minute
4	Shadowscope	
5	Shadowscope	demonstrates average reading rate of a college graduate; represents the rate of the graduate who seeks a college course or commercial outlet for reading training
6	Shadowscope	demonstrates the rate of 1200 words per minute--the reading speed of the late President Kennedy
7	Craig Reader	basic program
8	Craig Reader	advanced program
9	EDL Reading Eye	this machine can be used only in a diagnostic clinical setting
10	EDL Reading Eye Analyte	exhibits developed eye movement patterns of [redacted] students (anonymous)
11	TACH-X	a tachistoscope set up at 1/100 of a second time interval exposure speed for accuracy training
12	EDL Listen and Read	basic program--develops both listening and reading
13	EDL Listen and Read	advanced program--develops both listening and reading
14	EDL Skimmer and Scanner	trains individuals to read selectively only 5% of our adult population has this flexibili skill
15	EDL Skimmer and Scanner	machine is set at 800 words per minute, but some students have profited to the extent of 17,000 words per minute
16	EDL Skimmer and Scanner	
17	Beltone Audiometer	controls have been set at critical level; if anyone fails to hear test frequency in either ear at the decibel level being used, professional advice should be sought
18	Keystone Telebinocular	screens for visual difficulties; machine is set for near-point testing as related to the reading act
19	EDL Flash-X	a simple hand tachistoscope that trains perceptual accuracy at 1/25 of a second
20	AVR Reading Rateometer	standard scale; develops speed up to 2500 words per minute
21	AVR Reading Rateometer	advanced scale; develops speed up to 5000 words per minute
22	Phrase-o-scope	The Rapid Reading Kit specially developed to train the businessman in reading; now used in the special Chicago program to aid executives with deplorable reading ability
23	Literature Sampler	the newer approach to broaden students' acquaintance with worthwhile literature; grouped by theme areas and reading levels
24	The Reading Skill File	a developmental reading program which includ the training of college students in subject matter fields at 8 levels of difficulty

25	SRA Reading Accelerator Model IV	a self instructional, self evaluating program that allows students to progress at their individual rates
26	SRA Reading Accelerator Model IV	
27	EDL Controlled Reader Jr.	paces and controls student reading from 100 to 1000 words per minute; develops coordination, mobility, and other aspects of the reading act
28	EDL Controlled Reader Jr.	set up for faculty practice
29	EDL Controlled Reader Jr.	set up for faculty practice
30	EDL Controlled Reader Jr.	set up for faculty practice
31	EDL Controlled Reader Jr.	set up for faculty practice
32	Be a Better Reader Series	a series of six workbooks representing various levels of difficulty, designed to help students improve their reading skills in the subject matter fields of literature, history, science and mathematics
33	Be a Better Reader Series	
34	Tachist-O-Viewer	a multi-use teaching device to assist students with vocabulary, comprehension, rate and other aspects of reading
35	Tachisto-O-Viewer	
36	EDL Word Clues and Programmed Vocabulary	a series of vocabulary programs at various levels of difficulty designed to develop word meanings; trains the student to be less dependent on the dictionary

"CURRICULUM A" STUDENTS WHO COMPLETED COURSE

"S" Grade

N 92

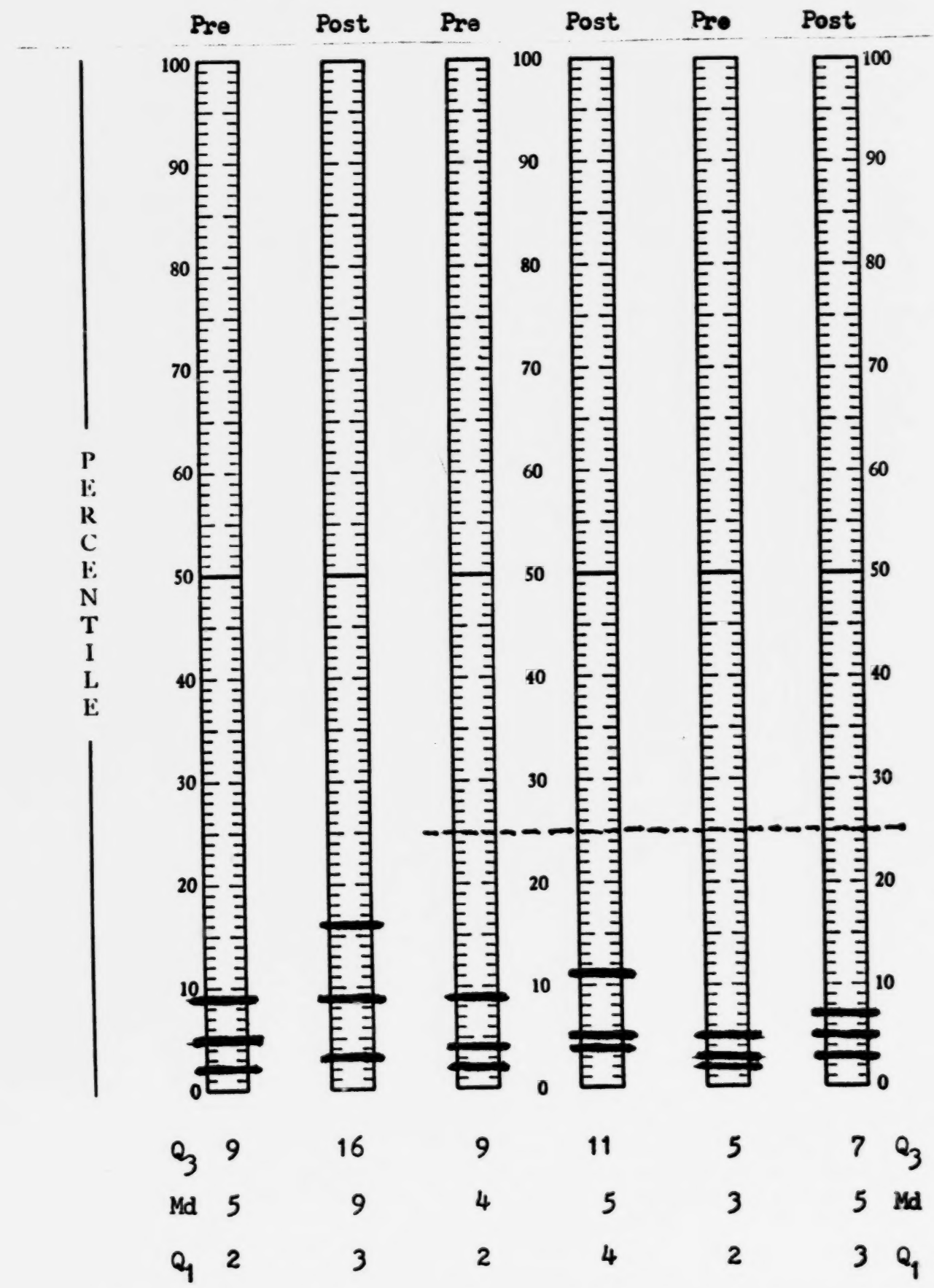


These 92 students had unsatisfactory pre-training reading performances. Upon the completion of training, all received grades of "S." Vocabulary is not a factor in grading. The lowest students in Comprehension had percentile bands which embraced the 25th percentile. The lowest in Speed of Comprehension had bands which embraced the 25th percentile or had scores in Comprehension which significantly outweighed "slowness of comprehension."

"CURRICULUM A" STUDENTS WHO COMPLETED COURSE

"U" Grade

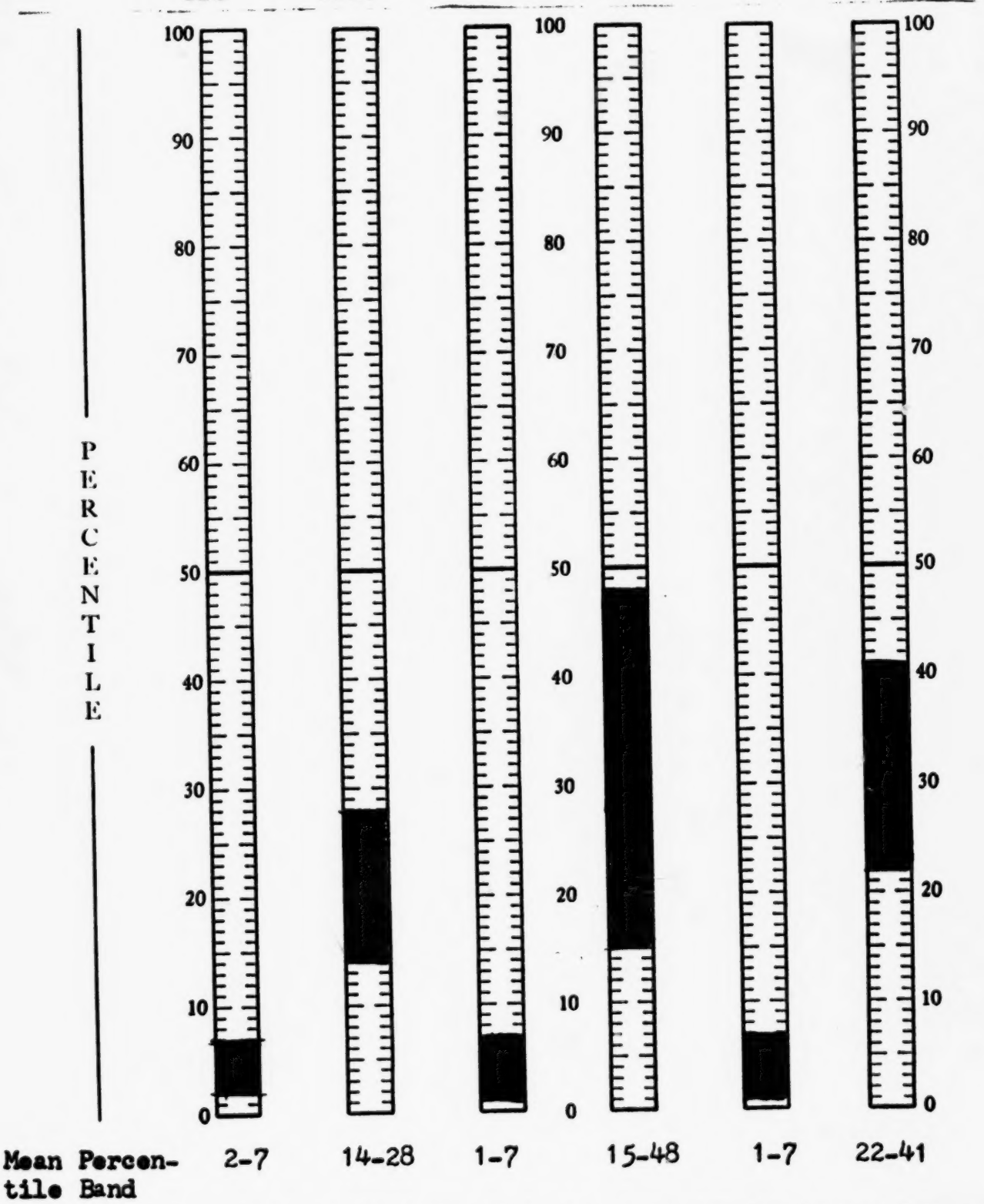
N 37



These 37 students had unsatisfactory pre-training reading performances. Upon the completion of training, all were still below the 25th cutting score in Comprehension and Speed of Comprehension.

"CURRICULUM A" STUDENTS WITH POOR PROGNOSIS FOR READING SUCCESS WHO COMPLETED COURSE WITH "S" GRADE

N 8



Mean Percentile Band	2-7	14-28	1-7	15-48	1-7	22-41

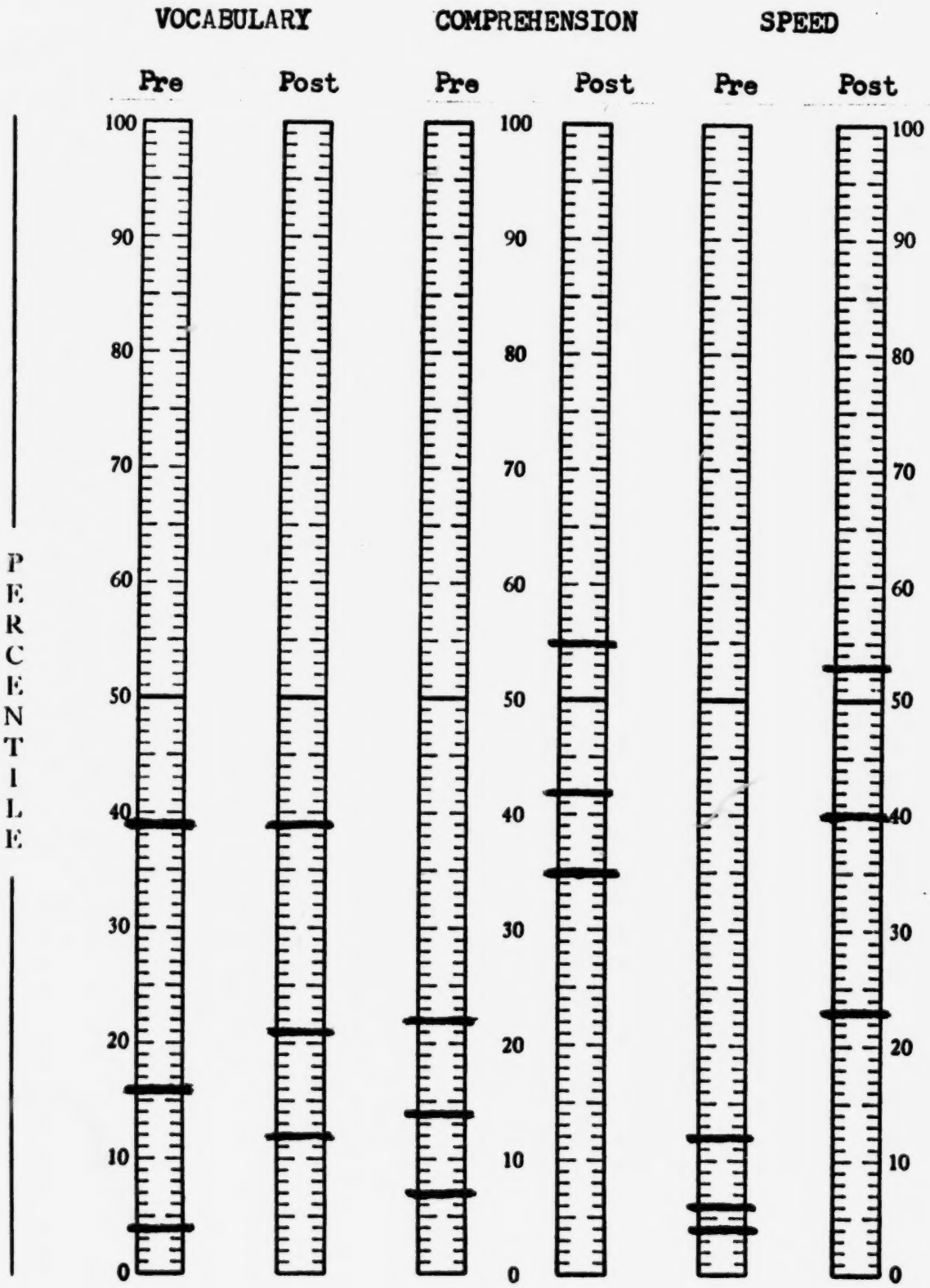
Twenty-four were identified as students least likely to acquire an "S" grade in reading; all had test scores "on the bottom" in every area. (The open door policy of the college provided these students with the opportunity to try to succeed. In many colleges these students would have been denied that opportunity.) Eight of the 24 succeeded for an unexpected success rate of 33 1/3 per cent.

Percentile bands entail one standard error of measurement above an earned score and one below it. When two comparative bands overlap, the difference is so heavily loaded with chance--accidental differences due to errors of measurement--that a <u>real</u> difference may not exist at all. When comparative bands do not overlap, the odds are great that a <u>real</u> difference in performance exists. The difference in the bands of the reported 8 students can be interpreted as educationally significant in favor of genuine reading growth.

STUDENTS WITH "S" GRADE WHO RECEIVED
CERTIFICATE FOR OUTSTANDING ACHIEVEMENT

Spring 1969

N53



	Vocabulary		Comprehension		Speed	
	Pre	Post	Pre	Post	Pre	Post
Q_3	39	39	22	55	12	53
Md	16	21	14	42	6	40
Q_1	4	12	7	35	4	23
range	1-73	2-73	1-55	14-88	2-32	12-86

Recognition of

ACHIEVEMENT

This Is to Certify That

_____

Has Made Outstanding Progress in

READING ABILITY

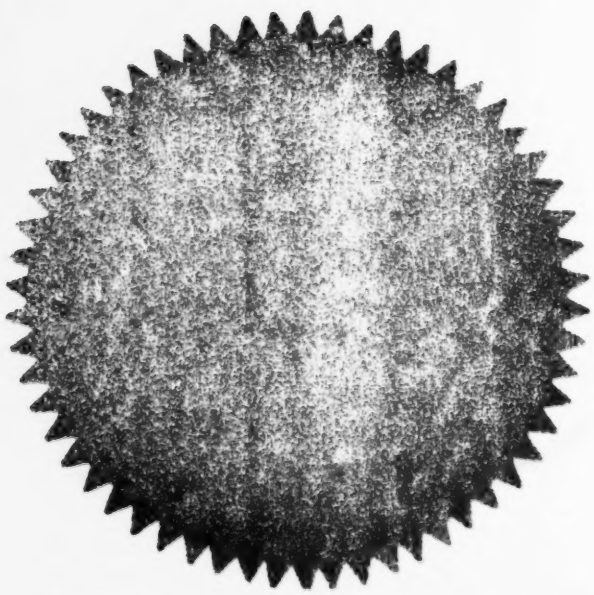
And Is Hereby Awarded

This Certificate of Educational Development

_____ 196
MONTH YEAR

_____
INSTRUCTOR

_____
ADMINISTRATOR



STUDENT EVALUATION

In addition to objective measurement, student evaluation can indicate the effectiveness of a reading program. Some of the more important gains from a reading course cannot be obtained via testing.

The following are written comments from students in this study. The comments are not a sampling in depth from any area, but a representation from each. Statements relative to vocabulary, comprehension, and speed are omitted. Each quotation represents a different student.

MOTIVATION

"The most important thing that I feel I have gained from this course is the interest and desire to learn. Prior to this course, the deep interest wasn't there."

"I have gained more of a 'want to read.'"

"Most important of all is that this class gave me a sense of confidence."

"This course has helped me to determine my weak points in reading. It has also enabled me to take action against these weaknesses."

CONCENTRATION

"I have learned to concentrate better; this has helped me to the point that I am reading more."

"I have learned to apply myself and how to concentrate."

"I read much faster than I used to and I am not distracted nearly as easy as was previously the case."

STUDY SKILLS

"I have gained a better idea of how to study-read."

"I believe that I can study better now because I can cut down on my time it takes me to read."

"I have learned to get more out of my reading. This helps when I am studying for an exam."

HELP WITH OTHER CLASSES

"I have enjoyed the course and its reading matter. It seems to have helped me in other areas of reading."

" I have learned the meanings of more words. This has helped me in my other courses."

"This course has helped me apprehend more in my other classes."

"When I began this course in September, I very seldom even read the newspaper, not to speak of a story or a book. Now I enjoy sitting down with good reading material."

"Now I am at the point where I can enjoy more of what I read because I can comprehend more."

"This course has started me back to reading books."

"It seems kinda like this course has opened a whole new world for me."

ENJOYMENT OF READING

"I have gained a great deal of comprehension and this enables me to enjoy reading books more. I have read twice as many books as I used to."

"I have learned lots of different ways to improve my reading, also ways to form a reading habit. I have never liked to sit down and pick up a book and start reading, unless it was a necessity. Now I have learned that this is not the way to do. I have learned to read for relaxation. I have learned to appreciate the art of reading that further educates the mind, and the different information I did not know."

"My comprehension has increased rapidly and my interest has been influenced greatly. Also, I have discovered how much fun reading can be."

"This has proven to me that this course was well worth the time it took to achieve what I did, and ten times what it cost. I only wish I had known years ago what I know now."

THE READING CENTER
Flint Community Junior College

Student Evaluation -- Recommendation Form

Student_____ Date_____

Course: READING 020

Semester Grade_____

Check Item that pertains:

_____ Student has achieved an "S" grade in reading. In terms of growth in skill development, student has probably reached a ceiling. Additional training in reading skill development is not recommended at this time.

_____ Student has achieved an "S" grade in reading. Evidence shows that there is room for additional improvement. Student should be encouraged to enroll for more work in the Reading Center if time and scheduling permit.

_____ Student is below the "cutting" score for an "S" grade in reading at this time. Student should be encouraged to enroll for additional work in reading, as attitude is good and prognosis for improvement is positive.

_____ Student has a poor prognosis for reading improvement. Additional work in the Reading Center is discouraged. Student is considered to be a curriculum problem more than a reading problem, and should be counselled into a less verbal college program where there is a greater likelihood for success.

COOP Reading Test Scores as of this date: (percentile band)

VOC _____

COMP _____

SPEED _____

_____
STAFF - FCJC READING CENTER

Name _____

SURVEY OF MATERIALS USED

Reading 020

	Check One
College Parallel	
Occupational	
General Studies	
Curriculum A	

Please evaluate the materials that you used in the reading course. Check only the materials that you used.

	Check if used	most helpful	helpful	not too helpful
EDL Word Clues vocabulary workbooks				
Controlled Reading Study Guide workbooks				
Controlled Reading Filmstrips				
Vocabulary Growth--Coronet				
How to Improve Your Reading--Coronet				
Programmed Vocabulary--Brown				
Vocabulary Improvement--Davis				
Skimming and Scanning workbooks				
Listen and Read program				
Standard Test Lessons in Reading--McCall-Crabbs				
Test Lessons in Reading-Reasoning--McCall-Smith				
Be a Better Reader workbooks--Smith				
Study-Reading for College Courses--Kai & Kerstiens				
Shadowscope Reading pacer				

Evaluation of 020 READING

1. State briefly any ways in which you have been helped by this course:

2. Check the materials that you found to be most helpful:

	X
EDL Word Clues vocabulary workbooks	
Controlled Reading Study Guide workbooks	
Controlled Reading Filmstrips	
Vocabulary Growth--Coronet	
How to Improve Your Reading--Coronet	
Programmed Vocabulary--Brown	
Vocabulary Important--Davis	
Skimming and Scanning workbooks	
Listen and Read program	
Standard Test Lessons in Reading--McCall-Crabbs	
Test Lessons in Reading-Reasoning--McCall-Smith	
Be a Better Reader workbooks--Smith	
Study Reading for College Courses--Kai & Kerstiens	
Shadowscope Reading pacer	

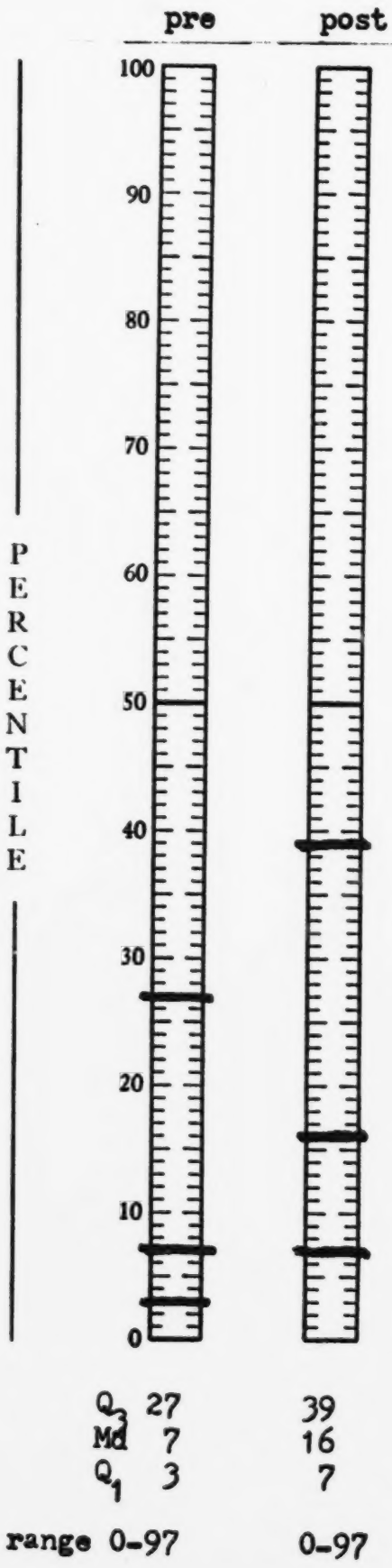
Evaluation of 020 READING--page 2

3. Point up any ways in which you feel you should have been helped but were not.

4. Mention any improvements which you would recommend in order that this reading program might be more helpful to future students:

Your Name _____

STUDENTS WHO BELIEVE THEY WERE HELPED IN VOCABULARY



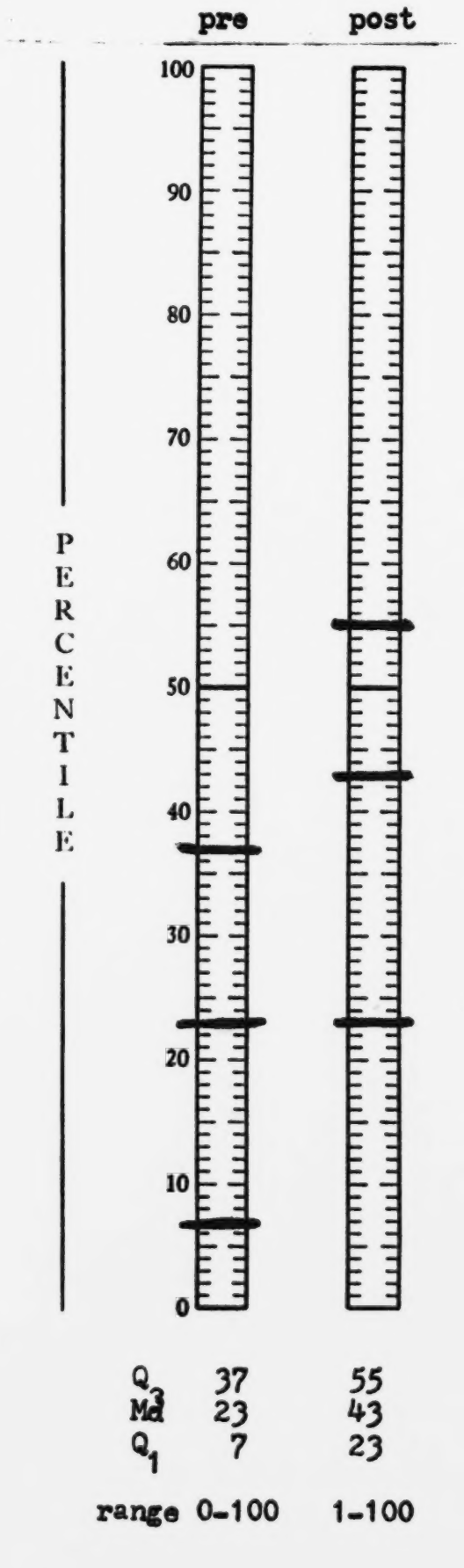
	pre	post
Q_3	27	39
Md	7	16
Q_1	3	7
range	0-97	0-97

Materials Reported by Students to be Most Helpful in Developing VOCABULARY in order:

Controlled Reading Study Guide	51
Controlled Reading filmstrips	48
EDL Word Clues	21
Vocabulary Growth--Coronet	16
Vocabulary Improvement--Davis	14
Programmed Vocabulary--Brown	9
How to Improve Your Reading--Coronet	8
EDL Listen and Read	2

Students involved: N 75

STUDENTS WHO BELIEVE THEY WERE HELPED IN COMPREHENSION



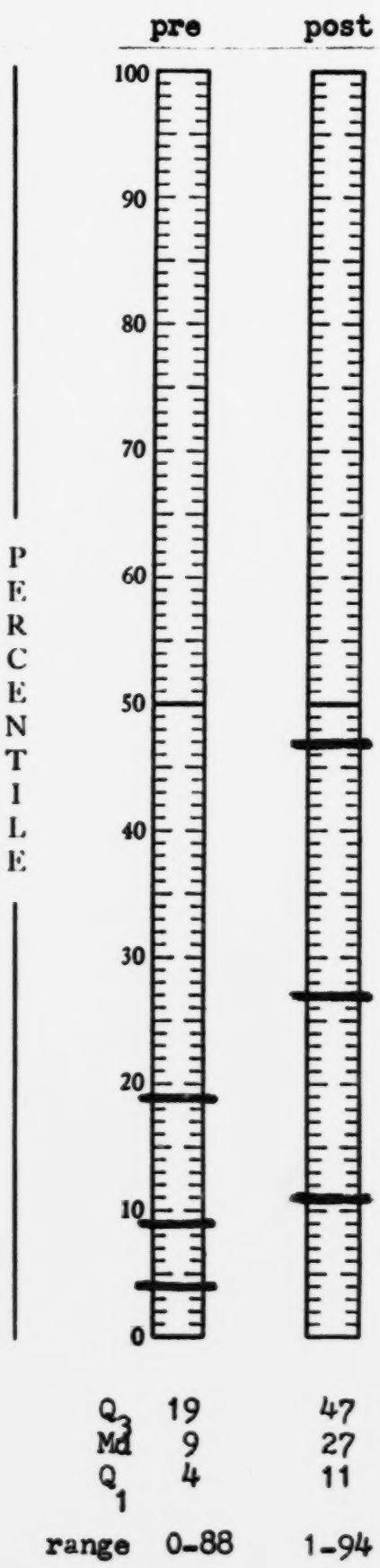
	pre	post
Q_3	37	55
Md	23	43
Q_1	7	23
range	0-100	1-100

Materials Reported by Students to be Most Helpful in Developing COMPREHENSION in order:

Controlled Reading Study Guide	73
Controlled Reading filmstrips	66
Study Reading for College Courses--Kerstiens	24
EDL Word Clues	19
Vocabulary Growth--Coronet	17
Skimming and Scanning--EDL	14
Shadowscope reading pacer	11
Standard Test Lessons in Reading--McCall-Crabbs	9
Programmed Vocabulary--Brown	10
Test Lessons in Reading Reasoning--McCall-Smith	9
Vocabulary Improvement--Davis	8
How to Improve Your Reading--Coronet	7
EDL Listen and Read	7
Be A Better Reader--Smith	4

Students involved: N 86

STUDENTS WHO BELIEVE THEY WERE HELPED IN SPEED OF COMPREHENSION



	pre	post
Q_3	19	47
Md	9	27
Q_1	4	11
range	0-88	1-94

Materials Reported by Students to be Most Helpful in Developing SPEED OF COMPREHENSION in order:

Controlled Reading Study Guide	65
Controlled Reading filmstrips	62
How to Improve Your Reading--Coronet	12
Skimming and Scanning (EDL)	10
Study Reading for College Courses--Kai & Kerstiens	10
Shadowscope reading pacer	9

Students involved: N 92

ORGANIZATIONAL PLAN OF MATERIALS FOUND TO BE MOST HELPFUL

	Programed	Semi Programed	Conventional
EDL Word Clues vocabulary workbooks	X		
Controlled Reading Study Guide workbooks		X	
Controlled Reading Filmstrips			X
Vocabulary Growth--Coronet	X		
How to Improve Your Reading--Coronet	X		
Programmed Vocabulary--Brown	X		
Vocabulary Important--Davis	X		
Skimming and Scanning workbooks			X
Listen and Read program			X
Standard Test Lessons in Reading--McCall-Crabbs			X
Test Lessons in Reading-Reasoning--McCall-Smith			X
Be a Better Reader workbooks--Smith			X
Study Reading for College Courses--Kai & Kerstiens			X
Shadowscope Reading pacer			X

WAYS IN WHICH STUDENTS WANTED TO BE HELPED BUT WERE NOT

	no. of responses
greater emphasis on vocabulary...	10
more stress on comprehension.....	5
greater emphasis on speed.....	5
more variety in material.....	4
more individual help.....	3
more reading tests.....	2
outside material to read.....	2
work on spelling.....	1

possible N: 168

IMPROVEMENTS SUGGESTED BY STUDENTS TO MAKE THE COURSE MORE HELPFUL TO OTHERS

	no. of responses
more emphasis on vocabulary	7
more emphasis on attendance	5
additional class periods for practice	5
greater variety in daily work	5
course outline	4
more stress on speed	3
outside work	2
more interesting materials to read	2
how to study	1
one or two lectures on speed reading	1
student should not be left on his own so much	1
group discussions	1
more tests during course	1
use Shadowscope more	1
a required course for every student in college	1
make applications to textbooks for other classes.	1
a course that offers more than self learning	1

possible N: 168

WHAT STUDENTS HOPE TO GAIN FROM THE READING PROGRAM

Fall Semester 1969

Enrollment: N 344

	no. of responses
Comprehension	180
Speed of reading	130
Vocabulary	50
Develop interest in reading	36
Concentration	17
Help with other classes	6
Spelling	6
Study skills	5
Writing improvement	4

total possible response in each area: 344

THE READING CENTER
237 Curtice Bldg.
Flint Community Junior College

1969 SUMMER SESSION READING ENROLLMENT SURVEY

Number enrolled.....70
Home address:
Flint.....42
Grand Blanc... 8
Davison..... 4
Owosso..... 3
Fenton..... 2
other.....11

Previous attendance at FCJC...28
No previous attendance.....42

Will attend college in fall at:
FCJC.....37
Mich State Univ..... 6
U of Mich--Ann Arbor... 4
U of Mich--Flint..... 2
Ferris..... 1
Albion..... 1
Central Michigan..... 1
Northern Michigan..... 1
Eastern Michigan..... 1
Mercy..... 1
undecided.....15

Where student obtained information about FCJC reading service:

FCJC counselor or advisor.....36
Curriculum A advisor.....24
other counselors.....12
someone who has taken course....13
FCJC teacher..... 9
high school counselor..... 5
pamphlet..... 3
parents..... 1

SUMMARY

1969 Summer enrollment represents a 27% increase over Summer enrollment of 1968.
Sixty per cent of the enrollment resides in Flint.
Sixty per cent are attending FCJC for the first time.
Fifty-three per cent will attend FCJC in the fall.
Seventy-nine per cent who will enroll in other colleges in the fall have not attended FCJC previously. Summer enrollment is limited to reading.
Sixty-six per cent of the summer enrollment is on a voluntary basis(non-Curr.A).
Information about the FCJC reading service was obtained largely through personal communication involving (1) FCJC counselors and advisors, (2) friends who have taken the course, and (3) FCJC teachers.

Clarence A. Anderson
Director of Reading Services

Curriculum Reform Tops Power Plea

No. 1 Student Demand Is Better Teachers

By ROBERT K. FOLEY and JAMES A. FOLEY

Better teachers are what the nation's college students want most, a survey by the College Poll reveals.

In listing their grievances, they also put curriculum reform, better grading procedures, additional library facilities, lower fees and cheaper books ahead of demands for more student power.

Students at more than 100 campuses, representing a cross-section of the nation's 7,000,000 full-time college population, were asked by the College Poll:

"What do you think is the most important reform you would make on your campus?" Only one out of 10 put "more student power" first.

Students had the following key complaints about the quality of teaching:

- Teachers are disinterested in their courses and are too "impersonal."
- Too much emphasis is placed on teachers' degrees and not enough on their ability to teach.
- Tenure perpetuates the poor teaching if the university, regardless of teaching ability.
- Teachers are not available for personal meetings.
- There are no standards by which teachers are graded for performance in the classroom.
- There are too many graduate students teaching courses.

Typical of student reactions is the opinion of a Vanderbilt University junior.

"The basic weakness is that the college professors are not required to be good teachers," he said. "They are merely required to get more degrees. Many of the professors should never be allowed in class."

A Northwestern University senior observed:

"Students today want to learn and expect a professor to teach them. Most don't. If students have to learn by themselves, the university as we know it is a joke."

In suggesting curriculum reform, students objected that many courses are not relevant, requirements for degrees are too rigid, they are unable to switch courses, classes are overcrowded and alternate programs for unavailable courses are lacking.

Disfavor for marking procedures ties in with dissatisfaction with the professors.

"Marking is much too subjective," said a Washington State junior. "A professor can make or break your whole college career merely on whim -- or what's worse, not really knowing how well you are trying."

"Some students test well," said a Virginia U. sophomore. "Others don't, but the students' real ability is rarely reflected adequately in marks."

Students spend much of their academic lives in the campus library. Lack of sufficient books and overcrowded facilities are the principal objections.

THE HIGH COST of school books is another item of growing concern. Not only are the basic books becoming more expensive, but the students are required to buy an increasing number of paperbacks during the year, at prices of $1.50 and up.

Students admit that colleges are seeking remedies. A College Poll survey last October showed that better teachers was the number one demand then also, and that curriculum reform was second.

"There has been some improvement," said a Villanova sophomore. "Our college is undertaking a complete review of its curriculum--and a whole new program will be available, eventually, but it will be too late for this generation of students."

Students are publishing their own evaluation of professors on many campuses. Student guides to courses also are being published. Acceptance of a major demand--student approval of professors' promotions and appointments--is far off.